A. Agenda:

1. Warm-up 23 minutes
2. The Farmers Market 21
3. Grab Bag Toss Around 13
4. Eating the Alphabet 10
5. Shopping List 25
6. Written Exercise 15
7. Jazz Chants 8
8. Wrap-up 5

Total 120 minutes

B. Objectives:

The student will be able to:
1. Record impressions of “Into” picture in journal.
2. Name fruits and vegetables (produce).
3. Describe items by color, taste, shape and location.
4. Locate items in pictures using prepositions of place.
5. List items cued in focused listening exercise.
6. Create captions for action picture story.
7. Formulate yes/no and “Wh” questions.
8. Express preferences in differing social settings.
10. Collaborate with peers on worksheet activities.
11. Complete written exercises.

C. Applied Standards:* 

1. 2.1.1.1 – Demonstrate understanding of simple words and phrases drawn from learned topics.
2. 2.1.3.6 – Identify the sequence of a simple narrative.
3. 2.1.4.2 – Write lists – grocery or laundry items, for example.
4. 2.1.4.3 – Write simple sentences based on personal experience or familiar material.


D. Materials:

1. Attendance file with name tents. (file cabinet, top drawer)
2. Fresh fruit and vegetables. (Students were asked to bring one.)
3. Box of artificial fruits and vegetables. (right storage cabinet second shelf in labeled box)
4. Lucite box and canvas tote bag. (right storage cabinet second shelf)
5. Overhead projector. (On reserve, call A.V. Dept. at Ext. 212 to deliver.)
6. Overhead transparency – Penguin from “Shopping Day”. (See Appendix A)
7. 10 copies Very Easy True Stories [VETS]. (middle storage cabinet, third shelf)
8. 10 copies Oxford Picture Dictionary [OPD]. (middle storage cabinet, third shelf)
9. 10 copies “Grocery Shopping”, Action English Pictures [AEP]. (See Appendix B)
10. 5 different colored sets of strip story for “Grocery Shopping” [AEP]. (See Appendix C)
11. 10 copies various handouts:
   a. Text for “Grocery Shopping” [AEP]. (See Appendix D)
   b. Jazz chant texts “How Do You Like It?; It’s All Right, I Guess.”(See Appendix E)
   c. Teamwork Shopping List (See Appendix F)
   d. Written Exercise (See Appendix G)
12. Teacher’s Manuals for [VETS], [OPD], and [AEP]. (middle storage cabinet, third shelf)
13. Question & answer; prepositions of place cueing placards with plastic holders. (See Placards Appendix and right storage cabinet bottom shelf)
14. Cassette player with extension cord. (locked in left storage cabinet, top shelf)
15. Cassette: (locked in left storage cabinet, second shelf)
   a. Small Talk, Jazz Chants, Unit 6.
   b. Eating the Alphabet – A to Z, [OPD] Focused Listening, Tape 1, side 1, # 18
      (Tapescript on page 215 of [OPD] Teacher’s Manual)

E. Activities:

1. **Into:** (23 minutes)

   a. Before students arrive:
      1) Set up overhead with penguin picture. (Materials # 5 & 6)
      2) Arrange placards in plastic holders around the room. (Materials # 13)
   b. As students arrive, teacher greets each one individually, hands out name tents.

   **Getting Started:** Group (3 minutes)

   c. Teacher asks a volunteer to state the correct day and date and write them on the board.
   d. Teacher writes topic on the board, “Eat All Your Veggies, or No Dessert.”
   e. Teacher explains that some mothers use that as a “bribe” to induce their children to eat vegetables.
   f. Teacher asks class if their mothers used a similar strategy with them or if they use(d) it with their children.

   **Journal Entry:** Individual (6 minutes)

   g. Teacher writes on the board: “Journal Entry – A Curious Shopper.”
   h. Teacher turns on the overhead and sets stage for journal entry.
   i. Teacher says, “In your journals, please describe what’s happening in this picture and then copy today’s agenda.”
   j. Teacher writes agenda on the board.

   **Discussion and Directed Reading:** Group (14 minutes) (See Materials # 10)

   k. Teacher leads short discussion about why this picture is so unusual.
l. Teacher asks if anyone would be surprised to know that it is a true story.
m. Teacher gives each student a copy of the Boston Globe newspaper article about the shopping penguin. (Materials #7)
n. Choral reading of text followed by comprehension check and vocabulary focus.
   (1) Students volunteer to answer various “Wh” questions:
      (a) Where does Rara live? With whom?
      (b) Which fish does he buy for himself? How does he ask for them?
      (c) How often does he shop?
   (2) Vocabulary Notebook Focus: (Teacher and Student Directed)
      (a) Teacher suggests the following:
         (i) “Curious” in title- various meanings – unusual, inquisitive, etc.
         (ii) antonyms – unusual-ordinary; rare-common; etc.
         (iii) terms of frequency/repetition - every Monday, every day, always, never
      (b) Teacher asks for students’ suggested additions to notebook.

o. Teacher collects journal articles.
p. Teacher asks students, if they had known the penguin picture depicted an actual event, would their journal entries have been different.
q. Teacher calls on two volunteers share their answers.
r. Teacher asks students to write an amended journal entry at home for next class session.
s. Teacher explains entry should include 3 things students would write differently now that they know it is a true story.
t. Teacher says “Now, let’s move on to more “usual” shopping experiences.”

2. **Through** - “Eat All of your Vegetables, or No Dessert” (92 minutes)

   a. **Review**: Group (8 minutes) (Materials # 2,3, 4)

      **Describing**
      (1) Teacher says, “Let’s start by reviewing some of the things you already know.”
      (2) Teacher draws a category chart on blackboard:

<table>
<thead>
<tr>
<th>Name</th>
<th>Fruit or Vegetable?</th>
<th>Outside Color?</th>
<th>Inside Color?</th>
<th>Eat Skin?</th>
<th>Seeds or Pit?</th>
<th>Taste?</th>
<th>Cooked or Raw?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(3) Teacher holds up fruits and vegetables (F&V) individually.
(4) Teacher asks students to call out name of (F&V).
(5) Teacher enters information in chart.
(6) Teacher asks students to formulate appropriate “Wh” questions that will allow class to fill in chart appropriately.
(7) Teacher helps model first series of questions and records responses in chart.
(8) Students practice asking/answering qualifying questions until 10 or 15 entries have been completed.

**Prepositions of Location** (Appendix H)
(9) Teacher places the small papeir mäché apple in 3 different locations in/around the Lucite box, asking each time, “Where’s the apple?”
(10) Teacher asks students to take turn asking and answering 5-8 similar queries.

b. Farmers’ Market in [OPD]: Group (13 minutes) (See Materials # 8 )

(1) Teacher gives each student a copy of the [OPD].
(2) Teacher asks students to turn to pg. 50 and 51.
(3) Teacher models dialogue:
   (a) “Excuse me, do you have?????”
   (b) “Yes, we do. They’re between the ***, to the left of *** etc.”
(4) Expanding the dialogue, teacher says, “Now, let’s buy some. We’ll also ask:”
   (a) “How much are they?”
   (b) “They’re $xxx (a pound, each).
(5) Teacher has students count off by (F & V).
(6) Teacher has students form two groups facing each other.
(7) Groups practice both sides of dialogue, taking turns as salesclerk and customer.

c. Grab Bag Toss Around: Group (13 minutes)

(1) Teacher says, “Let’s get up and move around.”
(2) Teacher asks students to put the (F&V) into the bag.
(3) Group moves to an open area and forms a circle.
(4) Teacher explains rules:
   (a) Student reaches into the bag and selects an object.
   (b) Student holds it up, saying “It’s a [ wrong name]”, then tosses it to another student in the circle.
   (c) They say “No it isn’t, it’s a [right name] and it’s a [wrong type.]
   (d) They toss it to next person, saying [right type], but [wrong color.]
   (e) And so on until they have 4 correct attributes (e.g. can eat it raw, costs $X, can’t eat the skin etc).
   (f) The last person has to make a complete sentence with the correct information, e.g. “This is a red apple, it’s a fruit, you can eat the skin, and it costs X.”
   (g) Then that student chooses from the bag next, and so on.
(5) Continue activity for 10 minutes.
(6) Teacher says, “Let’s go back to our seats and see if you worked up enough of an appetite to eat the whole alphabet.”

d. “Eating the Alphabet”– Focused Listening: Group (10 minutes) (See Materials  # 14 & 15b)

(1) Students return to seats.
(2) Students take out a blank sheet of paper and pencil.
(3) Teacher asks students to number paper from 1Ato 26Z.
(4) Explain that they will be listening to a conversation in a supermarket between two teenage girls.
(5) The girls are doing the family food shopping from a list written by “Mom”.
(6) Students will focus on listening for names of 26 fruits and vegetables.
(7) Teacher says, “Because the (F&V) are mentioned in alphabetical order, it will be easier to hear the information you need to listen for.”
(8) Teacher instructs students to write name next to appropriate number/letter.
(9) Teacher reminds students that at the end of the exercise they will be able to use [OPD] to verify names and correct spelling.
(10) Teacher plays tape.
(11) Teacher will replay tape up to 3 times.
(12) Students use [OPD] to correct their own work.
(13) Teacher says, “Now, let’s see if we can write our own shopping list.”

e. Shopping Trip : Small Groups (25 minutes)

(1) **Shopping List:** Pairs (11 Minutes) (See Materials #8 & 11c )

(a) Teacher has students count off by (F&V) to form pairs.
(b) Teacher asks each student to take out a blank piece of paper.
(c) Teacher hands out copy of “Shopping List” to each pair.”
(d) Teacher instructs students to first fill in the blanks in the ad at the bottom of the handout.
(e) Teacher asks students to make a shopping list for fruit salad for 2.
(f) Teacher instructs students to tally the cost of their purchases.
(g) Teacher collects paper and moves on to [AEP] activity.

(2) **Grocery Shopping:** Group & Teams of 5 (14 minutes) (See Materials # 9, 10, & 11a)

**Group Work** (8 minutes)

(a) Teacher asks, “Are ready to go to the store?”
(b) Teacher distributes copies of [AEP] story block picture “Grocery Shopping”.
(c) Teacher asks class to describe activities in each block.
(d) Class works through each picture together with teacher’s help.
(e) Students choose key vocabulary to record in their notebooks.

**Teamwork** (6 minutes)

(f) Teacher regroups students into 2 teams of 5 by (F&V).
(g) Teacher gives each team an envelope containing a “strip story”.
(h) Teacher explains sentences from block story above are printed on 15 separate strips.
(i) Each team will arrange story sentences in correct sequence.
(j) Students may use [AEP] block story picture as a guide.
(k) First group to finish gets to read the story out loud.
(l) “Winners” help the other team to put theirs in the correct order.
(m) Teacher gives each student copies of the printed full text and picture story for their notebooks.
f. Written Exercise: Individual (15 minutes) (See Materials # 8 & 11d)

(1) Teacher says, “We’re going to take a few minutes to do a written exercise reviewing some of the things we’ve just practiced.”
(2) Teacher hands a copy of the exercise to each student.
(3) Teacher explains that they may use their [OPD] and any other tools around the classroom to help them complete the exercise.
(4) Teacher explains that the exercise is worth 50 points:
   (a) Section 1 – 1 pt. for each correct answer, maximum of 24
   (b) Section 2 – 2 points each, a-f
   (c) Section 3 – 7 points each, a & b
(5) Students are to work on their own.
(6) Teacher explains that the students have 12 minutes to work on the assignment.
(7) Teacher will be available for assistance.
(8) Teacher collects the papers after 12 minutes.

g. Jazz Chants: Group (8 Minutes) (See Materials #11b, 14, 15a)

(1) Teacher says, “Now we know a little about each other’s favorite foods.”
(2) Teacher explains that these jazz chants will help them practice how to politely express their likes and dislikes.
(3) Teacher plays first tape.
(4) Teacher gives each student a jazz chant text.
(5) Teacher and students read the text aloud together.
(6) Then the group reads the chant along with the tape.
(7) Teacher divides the students into 2 groups of 5, by “Like” and “Don’t Like”.
(8) Teacher has one group read black text and one group the pink text.
(9) The groups switch roles.
(10) Repeat steps with second chant.

3. Beyond: Group (5 Minutes)

a. Teacher reminds class to update their journal entry as previously discussed.
b. Teacher asks students to bring for next session 3 sample supermarket ads from their local newspaper.

F. Evaluation:

1. Overview: 15 week term, four 120 minute meetings per week

   a. Individual Contributions: 30%
      (1) Reflective journal writing 10%
      (2) Vocabulary Notebook 10%
      (3) Structured writing assignments 10%

   b. Group Activities: 40%
      (1) Pairs work 15%
      (2) Choral reading 5%
2. **Today’s Work**
   a. In class written exercise – 1 of 60 = .17% of grade.
   b. Shopping list – 1 of 30 = .50% of grade
   c. Journal writing – 1 of 60 = .17% of grade
   d. Take home structured writing – 1 of 60 = .17% of grade
   e. Vocabulary Notebook – 1 of 60 = .17% of grade

3. **Applicable Rubrics**
   a. Team Work (Rubric Appendix 7)
   b. Vocabulary Notebook (Rubric Appendix 8)

G. **Self-Evaluation:**

1. **Why It Works**
   a. The lesson plan begins with a newspaper story – true but quirky enough to be amusing and catch the students’ interest. Humor in ESL situations can sometimes backfire, but this example is benign enough to allow the students to relax and forget that they’re being asked to write something in English. Because the lesson plan works with familiar, everyday items and events (what could be more fundamental than food?) it provides the students with a safety net. They can polish rudimentary expertise and develop their abilities by scaffolding. In this way, they are able to improve their conversational skills and hone pronunciation (jazz chants, toss around); increase their storehouses of vocabulary and grammatical constructions (Farmer’s Market, Eating the Alphabet); and multiply their abilities through a “cross-training” approach. The trick is to incorporate the necessary repetition for ESL students without stale redundancies. This lesson offers repetition of content while varying the vehicles for delivery and attempts to reach as many of those eight intelligence receptors as possible.

2. **Why It Might “Wobble”**
   a. With adult ESL students, it’s always difficult to assess accurately the depth of their lifetime pool of knowledge and information. It is also common to have a classroom full of students who are grouped at the same level, e.g. High Beginner, but have vastly different literacy and conversation skills. For example, one can find in the same class dentists whose verbal skills are less than mediocre, but whose literacy abilities were excellent, sitting alongside housekeepers who can chat up a storm and yet barely read and write. The concept is to find the right balance among students; to foster interaction between the opposite skill poles in a way that utilizes their disparate strengths, yet simultaneously strengthens their weaker areas. In that way, each can become a coach in one event and the star athlete in the other.